

Policy for Inclusion of LEP Populations in District or Statewide Achievement Testing

Students who are limited English proficient are to be included in all district and statewide assessment programs. Accommodations must be provided where necessary. LEP students who meet the state developed alternate assessment eligibility guidelines, through Special Education services, may be exempted from part or all of the regular district or statewide testing and must participate in the alternate assessment. Participation rates and performance data, both aggregate and disaggregate, for all students are reported to the public annually.

LEP Students

The LEP team will determine how the limited English proficient student will participate in regular assessments with accommodations, without accommodations, with adaptations, or in the alternate assessment. The LEP team determines what accommodations or adaptations to use **based on those that are used regularly by the student during instruction and classroom testing.**

The following guidelines will be used to determine how the student will participate in statewide and district wide assessments:

1. Regular Assessment without Accommodations

The LEP team determines and documents in the LEP learning plan that a student can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district assessments without accommodations.

2. Regular Assessment with Accommodations that do not Invalidate the Test Results

Accommodations for LEP students must be based on the individual needs of each student. These decisions will be made by the LEP team and must be recorded on the LEP learning plan. Accommodations should facilitate an accurate demonstration of what the student knows or can do. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. Accommodations must be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery. Accommodations *do not* invalidate test results.

3. Regular Assessments with Adaptations that Invalidate the Test Results

A student may be unable to demonstrate what he or she knows or is able to do without using an adaptation that invalidates the test or changes the underlying skills that are being measured. If an adaptation is used, it must be one that the student uses in completing classroom assignments and assessment activities on a regular basis.

The LEP team has the authority to make the decision that a student needs an adaptation in order to participate in district or statewide assessments, even though the adaptation *will* invalidate the assessment result. In this case, the LEP team must understand and inform the parent and the student of the possible intended and unintended negative consequences that could result from this decision and its effect on diploma options and post-school activities involving education, career opportunities, military service, and community participation. Use of the invalidating adaptation must be clearly coded on the student's score sheet. Caution is advised that excessive use of this category may trigger inquiry or monitoring by the SDE.

4. Alternate Assessment

The LEP team must find that the student meets all of the criteria listed below to determine if the student is eligible to participate in the alternate assessment and not the regular district or statewide assessments and convey this information to the building special education IEP team:

- a. The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program modifications;
- b. The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- c. The student is unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of those skills without intensive frequent individualized instruction.

Students are not to be included in the alternate assessment for any of the following reasons:

- a. The only determining factor is that the student has an LEP;
- b. The student is academically behind because of excessive absences or lack of instruction; or
- c. The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

If the LEP team determines that the student meets the criteria for participation in the alternate assessment and he/she is working on content standards within the general education curriculum, the student may participate in relevant portions of the regular assessments and participate in appropriate areas in the alternate assessment.

District/Statewide Assessment Accommodations Guidelines

Accommodations for district and statewide assessments shall be considered allowable, valid, and scorable if they are used during instruction and/or classroom testing and are listed on the student's LEP learning plan.

Several Idaho assessments are now being given in paper–pencil or computer-adapted formats. Accommodations for these formats may differ. The following lists are state approved accommodations that will not invalidate the assessments. The list is not exhaustive and there may be other accommodations that are appropriate for a particular student. For special approval of other accommodations not listed or for clarification, e-mail the testing coordinator at the Idaho State Department of Education.

Paper-Pencil Accommodations

1. Flexible Scheduling

Flexible scheduling may include:

- Altering the time of day the test is administered (e.g., morning, midday, afternoon, after ingestion of medication); or
- Administering the test in several sessions; administering the test over several days.

2. Flexible Setting

Flexible settings are most commonly used when a student (a) has difficulty focusing attention when in a group setting; (b) disturbs others in a group setting; (c) needs frequent breaks; or (d) needs flexible timing. Flexible settings may include:

- Preferential seating in the room;
- Use of a study carrel;
- Small group administration in a separate setting;
- Individual administration in a separate location;
- Quiet location with minimal distractions; or
- Provision of assistive technology.

3. Flexible Presentation

Flexible presentation includes changes in how an assessment is given to a student. The main types of presentation accommodations are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Specific types of flexible presentations include:

- Using an interpreter;
- Reading the test to the student (not to be used when measuring reading);
- Increasing the spaces between the items;
- Reducing the number of items per page or line;
- Increasing the size of the answer bubbles;
- Highlighting the key words or phrases in directions;

- Using one complete sentence per line in reading passages;
- Simplifying the language to clarify or explain the directions; or
- Prompting the student to stay focused on the test, move ahead, or read entire item.

4. Flexible Responses

The primary reason for providing flexible response accommodations is to meet needs related to physical and sensory disabilities that limit the student's ability to respond. However, processing difficulties that limit the ability to get a response may also be a reason for requesting accommodations; such accommodations may include, for example, using a calculator when the target skill is math problem solving (not calculation) or using a spell checker when the target skill is written composition (excluding mechanics).

The main types of flexible responses are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Examples of flexible responses include:

- Increased spaces on answer sheet;
- Wider lines or margins; or
- Student uses an English or bilingual dictionary
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5. Timing Accommodations

Timing accommodations are appropriate in the following circumstances:

- Additional breaks may be needed because of very short attention spans, but not additional total time.

6. Assistive Technology (AT)

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. An AT device can range from something as simple as a pencil grip or paper tracking window to a complex computer system or augmentative communication device.

The use of AT as an accommodation should be determined by the LEP team, listed on the LEP learning plan, and used in the regular instructional program.

Test administrators should be aware of possible malfunctions of AT devices during the administration of assessments that could significantly impact and invalidate the assessment results (e.g., dead batteries in a communication device, power outages). Test administrators must also ensure that proper materials are available (e.g., extension cords, tape recorder, special lighting) and that space is adequate for their use.

The following is a list of possible AT accommodations. The list is not exhaustive, and other accommodations may be appropriate for a particular student.

- Study carrel;
- Audio taped administration (notify SDE in advance for DMA/DWA);
- Noise buffer;
- Templates to reduce visible print;
- Markers or masks to maintain place;
- Dark or raised lines;
- Pencil grips or large diameter pencil;
- Magnets or tape to secure papers to work area;
- White noise;
- Word processor or typewriter (spell checker not allowed if spelling is being tested); or
- Use of a calculator on math reasoning sections (not to be used on sections measuring math computation skills).

Adaptations for Paper-Pencil Assessments

Adaptations invalidate or produce questionable results, even though they may be used regularly in class work or in classroom testing. Adaptations must be clearly listed on the student's LEP plan as determined by the school team. Adaptations should be used with caution in statewide or district wide assessments. The specific administration guide for each assessment may indicate adaptations that would invalidate the scores.

The following is a list of common adaptations. The list is not exhaustive, and there may be other adaptations appropriate for a particular student.

- Reading a fluency passage using ASL or native language;
- Use of grammar checker when grammar is being assessed;
- Use of spell checker when spelling is being assessed;
- Use of a calculator when math calculation is being assessed;
- Use of a dictionary, unless used for translation;
- Rewording or simplifying test items; and
- Reading any portion of a reading test to the student.

Computer-Adapted Accommodations

Like the paper-pencil assessments, accommodations required for the student to participate in computer-adapted assessments must be addressed. The accommodations must be written on the LEP learning plan and should be used in classroom instruction and testing. Students who have not had access to computer based instruction and/or assessment should be given opportunities prior to the statewide assessments to use tutorials or take practice tests.

1. Flexible Scheduling

Flexible scheduling may include:

- Altering the time of day the test is administered (e.g., morning, midday, afternoon, after ingestion of medication);
- Administering the test in several sessions;
- Administering the test over several days; or
- Providing for frequent breaks.

2. Flexible Setting

Flexible settings are most commonly used when a student (a) has difficulty focusing attention when in a group setting; (b) disturbs others in a group setting; (c) needs frequent breaks; or (d) needs flexible timing. Flexible settings may include:

- Preferential seating in the room;
- Administration in a separate but familiar setting;
- Administration in a separate location;
- Quiet location with minimal distractions; or
- Provision of assistive technology.

3. Flexible Presentation

Flexible presentation includes changes in how an assessment is given to a student. The main types of presentation accommodations are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Specific types of flexible presentations include:

- Using an interpreter;
- Reading the test to the student (not to be used on sections measuring reading ability);
- Highlighting the key words or phrases in directions;
- Answering questions about test items any time during the test without giving answers;
- Providing assistive technology;
- Prompting the student to stay focused on the test, move ahead, or read entire item.

4. Flexible Responses

The primary reason for providing flexible response accommodations is to meet needs related to physical and sensory disabilities that limit the student's ability to respond. However, processing difficulties that limit the ability to get a response may also be a reason for requesting accommodations; such accommodations may include, for example, using a calculator when the target skill is math problem solving (not calculation) or using a spell checker when the target skill is written composition (excluding mechanics).

The main types of flexible responses are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Examples of flexible response include:

- Student dictates responses to a scribe; and
- Student uses an English or bilingual dictionary.

5. Assistive Technology (AT)

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. An AT device can range from something as simple as a pencil grip or paper tracking window to a complex computer system or augmentative communication device.

The use of AT as an accommodation should be determined by the LEP team, listed on the LEP learning plan, and used in the regular instructional program.

Test administrators should be aware of possible malfunctions of AT devices during the administration of assessments that could significantly impact and invalidate the assessment results (e.g., dead batteries in a communication device, power outages). Test administrators must also ensure that proper materials are available (e.g., extension cords, tape recorder, special lighting) and that space is adequate for their use.

The following is a list of possible AT accommodations. The list is not exhaustive, and other accommodations may be appropriate for a particular student.

- Noise buffer;
- Templates to reduce visible print;
- Markers or masks to maintain place;
- tape to secure papers to work area;
- White noise;
- Special lighting; or
- Use of a calculator on math reasoning sections (not to be used on sections measuring math computation skills).

Adaptations for Computer-Adapted Assessment

Adaptations invalidate or produce questionable results, even though they may be used regularly in class work or in classroom testing. Adaptations must be clearly listed on the student's LEP learning plan as determined by the school team. Adaptations must be used with caution in statewide or district-wide assessments.

The following is a list of common adaptations. The list is not exhaustive, and there may be other adaptations appropriate for a particular student.

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- Reading a fluency passage using ASL or native language;
- Use of grammar checker when grammar is being assessed;
- Use of spell checker when spelling is being assessed;
- Use of a calculator when math calculation is being assessed;
- Use of a dictionary, unless used for translation;
- Rewording or simplifying test items; and
- Reading any portion of a reading test to the student.